



Strengthening Resilience Through the Education Sector

Webinar Q&A Report

January 30, 2024

Question	Asked by	Answer	Answered by
<p>What/which education are we talking about? What is the place of indigenous technical education passed from generation to generation?</p> <p>Is there a link between education (whatever that means) and capacity to adapt to shocks and stresses?"</p>	Pios Ncube	Yeah this is just the formal education sector... What we mean here is the school system. I agree with you though, "education" and "learning" are not limited to this structure. It's just what we're talking about here.	Sarah Press
<p>What practices can educators use to build resilience in children especially in emergency and disaster situations in Africa?</p>	Dr Aondonenge Dickson Teran		



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Linking education and fragility, how do you explain the impact of Covid -19 in European states versus African states?	Pios Ncube		
Despite your very welcome evidence of cross sectoral dimensions of resilience, I find there is often a "divide' between development and humanitarian agencies, including in USAID. Where does your resilience department reside and to what extent is resilience increasingly embedded into both humanitarian and development	Peter Gubbels		
I know that there are various measures for resilience at an individual level, such as the	Lupe Staigers	Good question... check out the resilience resources here: https://www.resiliencelinks.org/	Sarah Press



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<p>Child and Youth Resilience Measure and then at the school systems level. I am curious if there are guides or thoughts on measuring resilience.</p>		<p>resources/building-resilience-through-education-toolkit</p> <p>But this is a work in progress, definitely something we need to work on</p>	
<p>Why is this forum still using 'Natural Disasters' language? I thought as Experts we already agreed on a shift of language?</p>	<p>Pios Ncube</p>		
<p>Is there any distance learning, and use of radio for learning in Burkina?</p>	<p>Peter Gubbels</p>	<p>Yes--and it's included in this project as well--great question</p>	<p>Sarah Press</p>
<p>Any case study to share on</p>	<p>Nelson Ochaya</p>	<p>Check out the resources here:</p>	<p>Sarah Press</p>



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<p>measures implemented to enhance mental health support for learners and teachers' resilience in the education sector?</p>		<p>https://inee.org/collections/teacher-wellbeing</p> <p>The resources linked are not specific to resilience, but to mental health</p>	
		<p>We also have several education-specific resources available on ResilienceLinks that may be of interest to you.</p> <p>https://www.resiliencelinks.org/search?keys=education</p>	<p>Jayme Charles</p>
<p>How can effective education KPIs be set that are connected to resilience development financing? Accountability mechanisms based on</p>	<p>Noah Wescombe</p>		



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<p>performance data are of course important to connect to intervention resourcing.</p>			
<p>What is the best approach to respond the schools which found hard to reach areas e.g insecured areas? please need to understand more on strategies.</p>	<p>Abdifatah Aden Abdi</p>	<p>There are ways of providing distance support, but it is very difficult, it's true. Do you ever bring teachers to a central location for workshops and planning?</p>	<p>Sarah Press</p>
<p>Interesting thoughts. I was just wondering if resilience itself is seen and approached as a subject of or for learning. Thus, much as your programs aim to ensure reductions in shocks and disruptions, do you spend any time or effort to let the school</p>	<p>Bob Manteaw</p>	<p>This is a great question. It is included in many programs that focus on older children and adolescents, particularly in the nonformal sector, and I think is increasingly included in programming for younger students</p>	<p>Sarah Press</p>



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<p>system, learners, in particular understand what it means to be resilient and are imbued with the knowledge and skills to be resilient at the individual level?</p>			
<p>Do you think there will be future funding opportunities that focus on resilience in DRI, disaster risk infrastructure, that work within the education sector, perhaps in natural disaster prone countries?</p>	<p>Hannah Mazkour</p>		
<p>Which approach may educators employ to help kids become resilient, particularly in Somalia where resources are limited and conflicts are common?</p>	<p>Nimo Ali Yousuf</p>	<p>I think the Positive Youth Development approach is a good place to start thinking about this practically: https://www.youthpower.org/positive-youth-development-pyd-fr</p>	<p>Sarah Press</p>



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		<p>amework</p> <p>Also, have a look at the resources shared through this presentation: https://www.resiliencelinks.org/resources/building-resilience-through-education-toolkit</p>	
<p>I get the impression that resilience is seen as something outside the individual learner and need to be provided by an external source. True, but only to an extent. There are some skills that could be considered within the curriculum to aim at building or enhancing resilience. Can you bring some clarity on this, I may be wrong.</p>	<p>Bob Manteaw</p>	<p>I completely agree with you. I think it's framed in this way because it's being presented as the ""resilience sector,"" but in fact there are many resilience skills and characteristics that are fostered at individual levels. We do systematically include this type of learning in our nonformal programming for older children and adolescents, and I'm seeing it come up more and more in</p>	<p>Sarah Press</p>



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		programming for younger children, but not as consistently Good point!	
I think building systemic resilience should go hand in hand with building / strengthening individual resilience, in children, while still in school, and before they can be considered out of school. Thanks for organizing the webinar - very insightful.	Jean Mwenda		